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ABSTRACT

Conducted in the spring of 1979, a survey of 187 instructional materials centers affiliated with undergraduate and graduate programs accredited by the National Council for Accreditation of Teacher Education (NCATE) gathered data in the following areas: physical location of the center, hours open, loan policy, users, organizational structure, expenditures, personnel, selection of resources, organization of resources, services, and types of materials held. This summary of the survey provides a general breakdown by percentage for each area as well as a sample questionnaire. Three references are cited. (FM)

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CURRICULUM MATERIALS CENTERS:

A SURVEY OF THEIR POLICIES AND PRACTICES

by

Eva L. Kiewitt and Lois J. Lehman

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In 1960 the National Council for Accreditation of Teacher Education (NCATE) recognized the importance of curriculum libraries by including such a facility as a requirement for accreditation, either as a part of the education library or as a separate unit. In the late 1960's Elinor V. Ellis made a survey of the 443 institutions listed in the 1965-66 annual NCATE report. She found in her seventy-five percent response that there were some 300 curriculum libraries.[1]

Two other very interesting selective surveys are reported through the ERIC document service. Harlan R. Johnson sent a questionnaire in 1972 to one or more colleges with teacher education programs in every state.[2] He received sixty-six responses from thirty-nine states. Then Leota Nevil in 1974 did a survey of curriculum laboratories in colleges in Pennsylvania.[3] A thorough search of the literature revealed little other information about the current status of curriculum laboratories or materials centers.

The Curriculum Materials Committee of the Education and Behavioral Sciences Section of the Association of College and Research Libraries, American Library Association, discussed the dearth of recent information about curriculum materials centers within teacher training institutions. The committee recommended a survey of selected institutions and the publishing of a directory that might allow for closer communication among centers in proximity or for those with similar kinds of collections and services.

After pre-testing the survey in the fall of 1978, Kiewitt and Lehman made a survey of curriculum materials centers in the Spring of 1979. Questionnaires were sent to 331 centers that were located in the largest education programs

accredited by NCATE. Following an announcement in the College and Research Libraries News additional centers requested to be included. Returns were received from 187 curriculum centers from forty-three states, two from Canadian provinces, and one in Australia. The questionnaire is attached in the Appendix.

Results from the survey showed that the most common names given to centers are Curriculum Laboratory, Curriculum Materials Center, Instructional Materials Center, Learning Resource Center, and Curriculum Library. The majority of the educational institutions have both undergraduate and graduate programs. The total institutional enrollment ranged from 1,000 to 37,000 with an average of 10,000 to 12,000 students.

It was found that sixty-one percent of the centers are located within the library. The purpose of the centers vary somewhat but all agree that the main purpose is to provide a variety of multimedia resources to support the education curriculum for students and faculty.

Access varies according to staffing available. Fifty-four percent are open for use seven days each week, twenty-two percent are open six days, and twenty-four percent are open five days a week.

The loan policies usually include combininations of overnight, three day, or two to four weeks. The loans vary according to types of resources and their reserve status. The most commonly mentioned loan period for books is two weeks (35%).

Major users served are education undergraduate and graduate students and faculty. Many centers serve several other subject areas, such as library science and English departments. Public school teachers and other community groups are usually served upon request.

The organization structure was examined. It was found that seventy-one percent of the centers report to the library while twenty-six percent report to the education department or school.

Concerning expenditures, sixty-six percent receive their funds from the library, twenty-two percent from education, seven percent from both the library and education, four percent from other sources, such as grants, departments, etc., and one percent stated they have no set budget allocation. The most frequent range of annual expenditure for resources was from $1,000 to $5,000; the next amount stated most often was from $5,000 to $10,000.

The director or administrator of the center is usually a librarian (78%) with seventeen percent of the centers supervised by education faculty. The administrator is usually called a Director (35%), Curriculum Librarian (26%), Education Librarian (18%), or by another similar title.

The majority (63%) of the directors were educated both as a librarian and teacher; twenty-five percent had only teacher education.

Forty-five percent of the directors have had experience both as a librarian and teacher. Forty-three percent have been librarians and eleven percent have had teaching experience only.

Information about the personnel size included the number of professionals, support staff, and hours of part-time student help. Fifty-two percent have only one professional, twenty-nine percent have more than two, and nineteen percent have only part-time professionals. There were thirty-nine percent of the centers that have one support staff member, twenty-five percent have two support staff members, twenty percent have three or more, and sixteen percent have only part-time help. The largest number (24%) of the centers said they have from 100 to 150 hours of student help weekly. Sixteen percent have only ten to twenty hours of student help each week.

The directors of the centers involve the education faculty in selecting materials with fifty-one percent also asking for library staff participation. Forty percent said they welcome student participation in selection of resources.

The final decision for purchase of materials is usually made by the director (69%). Six percent said the faculty made the final decision about which resources to purchase.

Resources are organized using many classification schemes. The largest number of the centers use the Dewey Decimal Classification (53%) with thirty-two percent organizing some of their materials by the Library of Congress Classification. Forty-three percent use an original classification scheme for some of their materials.

Shelving is most frequently done by type of media (66%). Twenty-two percent said they use some type of intershelving.

Card catalogs in the center are the most common access to materials within the center (71%). Access through the main library card catalog is provided by forty-seven percent of the centers. Card catalogs within the center are arranged in a variety of ways--integrated, by types of materials, and by publisher.

Cataloging is most frequently done within the curriculum center (53%). Several centers (22%) said some materials are cataloged in the main library (usually books) and some within the center (usually media). Twenty-five percent stated that the main library cataloging department does all of their cataloging.

The methods used for cataloging include original, commercial, and computerized. Many use a combination of at least two methods. Eighty-six percent use some original cataloging; twenty-three percent use commercial services for some of their materials, i.e., cards from the Library of Congress, Jostens, or Baker and Taylor Company. Thirty-two percent make some use of OCLC or a similar computerized data base.

Several services are offered with conducted tours being the most common (87%). Eighty percent give reference aid, and some form of bibliographic instruction is provided by sixty-six percent. The following additional services

are listed in rank order: previewing and evaluation of materials (58%), bibliographies (56%), guide or handbooks (49%), technical support service (40%), production of teaching materials (35%), and courses (21%).

Most of the centers have a variety of resources, including texts, curriculum guides, children's literature, and audiovisual materials. Seventy-four percent reported that some of their materials are cataloged in some way.

Few centers contain much audiovisual equipment. Most of them reported that the only equipment located within the center is for use with the media resources in the collection.

Several directors sent handbooks, guides, and other information about their centers which will be filed in the ALA Headquarters Library for circulation and use.

Respondents listed several major areas of concern. Those most frequently mentioned in priority order are budget, staffing, organization of materials, space and facilities, cooperation and communication, and lack of use by the faculty. The center directors were very interested in information about other centers so they might communicate concerning problems and innovations. This interest, also shared by the Curriculum Materials Committee of EBSS, prompted the committee to proceed with their plan to use results of this survey to produce a directory of curriculum materials centers. That directory is being compiled and will be announced in ALA publications when it becomes available.

REFERENCES

1. Ellis Elinor V. The Role of the Curriculum Laboratory in the Preparation of Quality Teachers. Tallahassee, FL: Florida Agricultural and Mechanical University, 1969. Education Resources Information Center, ED 031 457. 187 pp.

2. Johnson, Harlan R. The Curriculum Materials Center: A Study of Policies and Practices in Selected Centers. Flagstaff, AZ: Northern Arizona University, 1973. Educational Resources Information Center, ED 081 449. 50 pp.

3. Nevil, Leota. A Survey of Curriculum Laboratories in Selected Colleges in Pennsylvania. Wilkes-Barre, PA: Wilkes College, 1975, Educational Resources Information Center, ED 112 909. 86 pp.

APPENDIX

CURRICULUM MATERIALS CENTER
ACRL/EBSS QUESTIONNAIRE

1. Name of Center
2. Telephone
3. Name of college/university/other
4. Address
5. Enrollment (approx.)
   a. Institution _____
   b. Education
      (1) Graduate _____
      (2) Undergraduate _____
6. Physical location of Center (within library, education dept., separate, other)
7. Purpose of Center (brief)
8. Hours open (daily, weekend, vacation periods)
9. Loan policy
10. Users
    a. User groups (approx. nos., if known)
       (1) Faculty _____
       (2) Graduate students _____
       (3) Undergraduate students _____
       (4) Community _____
       (5) Other (describe)
    b. Subject areas of users
       (1) Education _____
       (2) Library Science _____
       (3) English _____
       (4) Other (specify)
11. Organizational structure (report to library, education dept., independent, etc.)
12. Expenditures (academic year 1977-78_____, calendar year 1978_____, other_____)
    a. Source (library, education dept., other)
    b. Total expenditures for materials (some breakdown, if possible)
    c. Total expenditures for personnel (professional, clerical, student)
    d. Total expenditures for equipment
    e. Other expenditures

13. Personnel
    a. Director
        (1) Who administers the Center? (librarian, education faculty, graduate assistant, other)
        (2) Director's title
        (3) Director's training/education
            (a) Subject area (librarian, teacher, other)
            (b) Degree (MLS, MA, MS, Ph.D., etc.)
        (4) Director's experience (no. of years)
            (a) As a librarian _____
            (b) As a teacher _____
            (c) Other (describe) _____

    b. Personnel size
        (1) No. of professionals _____, FTE _____
        (2) No. of support staff _____, FTE _____
        (3) Hours of part-time student help (weekly) _____

14. Selection of resources

a. Who participates in selection?		b. Who makes the final decision?	
(1) Director of Curr. Center	_____	(1) Director	_____
(2) Faculty	_____	(2) Faculty	_____
(3) Staff	_____	(3) Staff	_____
(4) Students	_____	(4) Students	_____
(5) Other (explain)		(5) Other (explain)	

15. Organization of resources

a. Classification		b. Shelving	
(1) Dewey Decimal Classification	_____	(1) By type of media	_____
(2) Library of Congress	_____	(2) Intershelving	_____
(3) Other (explain)		(3) Other (explain)	

    c. Access
        (1) Cards in the main library catalog _____
        (2) Card catalog in the Center _____
            (a) Integrated catalog _____
            (b) By types of material _____
            (c) By publisher _____
            (d) Other (explain)

    d. Cataloging
        (1) Location (Curriculum Center, main library, etc.)

        (2) Methods (check all applicable)
            (a) Original _____
            (b) Commercial (Lib. of Congress, Jostens, Baker & Taylor, cooperative processing center, etc.) Please list _____
            (c) Computerized (OCLC, Ballots, etc.) Explain _____

16. Services

a. Orientation
   (1) Tours ____
   (2) Biblio. instruction/ lecture ____
   (3) Courses ____
   (4) Other
b. Previewing & evaluation of materials ____
c. Production of teaching materials ____
d. Publications
   (1) Bibliographies ____
   (2) Guides/handbooks ____
e. Reference aid ____
f. Technical support services (maintenance, repair, & circulation of equipment) ____
g. Other (describe)

17. Resources

Types of materials	*Available in Center, main Library, Elsewhere, or O (not available)	Approximate no. of items in Curr. Center (specify if sets)	Check if cataloged
Art and study prints			
Audiotapes			
Charts			
Children's books			
Curriculum guides			
Film loops			
Films - 8 mm.			
16 mm.			
Globes			
Historical collection (describe)			
Journal subscriptions			
Maps			
Microfiche			
Microfilm			
Models (describe)			
Multimedia kits			
Pamphlets			
Posters			
Professional books			
Puzzles			
Realia			
Recordings			
Reference materials			
Slides			
Tests, standardized			
Textbooks and workbooks			
Toys and games			
Transparencies			
Videotapes			
Other (specify)			
Total resources			

*Use C for the materials located in the Center, L for those in the main Library, E for thos located Elsewhere, and O if not available.

(over)

18. Audiovisual equipment (including microform and computer equipment)

a. Types of equipment	Available in Center, main Library, Elsewhere, or O (not available)	Approximate no. in Curr. Center
Copiers		
Computer terminals		
Film projectors - 8 mm.		
Film projectors -16 mm.		
Filmloop projectors		
Filmstrip projectors		
Filmstrip viewers		
Microfiche readers		
Microfilm readers		
Opaque projectors		
Overhead projectors		
Reader/printers		
Record players		
Slide projectors		
Tape recorders/players		
Thermofax		
Video recorder/playback units		
Others (list)		
b. Total items of audiovisual equipment		

c. Loan policy for equipment

19. Are you a member of any council or regional organization of librarians interested in curriculum centers? _____ If so, please name the group and/or group members.

20. Are there other curriculum centers within the institution or nearby? Describe.

21. Comments (major areas of concern, problems, etc.)

Name and address of person completing questionnaire _____

Please attach sample copies of handbooks, floor plans, organizational charts, policies or regulations, or original classification schemes. These will be placed in the ALA Headquarters Library for use and circulation.

PLEASE RETURN QUESTIONNAIRE BY APRIL 1 to:
Dr. Eva L. Kiewitt, Graduate Library School
Indiana University, Bloomington, Indiana 47405